

## DRAYTONVILLE ELEMENTARY

2373 Wilkinsville Hwy.  
Gaffney, SC 29340

**GRADES** PK-5 Elementary School

**ENROLLMENT** 310 Students

**PRINCIPAL** Janice G. Ford 864-487-1240

**SUPERINTENDENT** Dr. William B. James 864-902-3500

**BOARD CHAIR** Mr. Jerry McDaniel 864-839-6723

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

9

Good

53

Average

40

Below Average

0

Unsatisfactory

0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

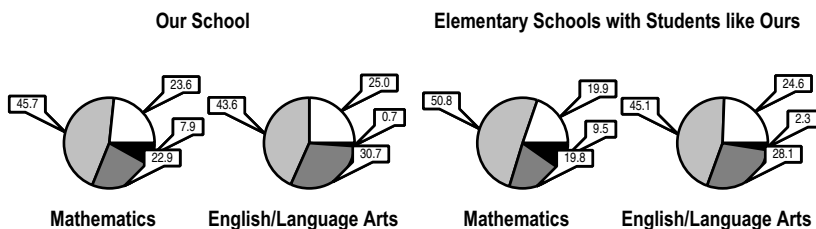
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	25	52	37
Percent satisfied with learning environment	100.0%	94.0%	83.8%
Percent satisfied with social and physical environment	100.0%	96.2%	62.2%
Percent satisfied with home-school relations	84.0%	96.2%	75.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	155	100.0	25.0	43.6	30.7	0.7	31.4	17.6
Gender								
Male	70	100.0	32.3	47.7	20.0	N/A	20.0	17.6
Female	85	100.0	18.7	40.0	40.0	1.3	41.3	17.6
Racial/Ethnic Group								
White	136	100.0	21.3	44.9	33.1	0.8	33.9	17.6
African-American	18	100.0	66.7	25.0	8.3	N/A	8.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	129	100.0	19.5	45.8	33.9	0.8	34.7	17.6
Disabled	26	100.0	54.5	31.8	13.6	N/A	13.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	155	100.0	25.0	43.6	30.7	0.7	31.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	155	100.0	25.0	43.6	30.7	0.7	31.4	17.6
Socio-Economic Status								
Subsidized meals	91	100.0	30.0	43.8	26.3	N/A	26.3	17.6
Full-pay meals	63	100.0	18.3	43.3	36.7	1.7	38.3	17.6

Mathematics								
All students	155	100.0	23.6	45.7	22.9	7.9	30.7	15.5
Gender								
Male	70	100.0	29.2	44.6	18.5	7.7	26.2	15.5
Female	85	100.0	18.7	46.7	26.7	8.0	34.7	15.5
Racial/Ethnic Group								
White	136	100.0	19.7	46.5	25.2	8.7	33.9	15.5
African-American	18	100.0	66.7	33.3	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	129	100.0	18.6	47.5	24.6	9.3	33.9	15.5
Disabled	26	100.0	50.0	36.4	13.6	N/A	13.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	155	100.0	23.6	45.7	22.9	7.9	30.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	155	100.0	23.6	45.7	22.9	7.9	30.7	15.5
Socio-Economic Status								
Subsidized meals	91	100.0	28.8	47.5	20.0	3.8	23.8	15.5
Full-pay meals	63	100.0	16.7	43.3	26.7	13.3	40.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	44	N/A	25.0	45.5	29.5	N/A	29.5
	Grade 4	41	N/A	19.5	46.3	29.3	4.9	34.1
	Grade 5	52	N/A	25.0	55.8	19.2	N/A	19.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	100.0	22.9	31.3	45.8	N/A	45.8
	Grade 4	47	100.0	27.3	43.2	27.3	2.3	29.5
	Grade 5	55	100.0	25.0	56.3	18.8	N/A	18.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	44	N/A	25.0	50.0	15.9	9.1	25.0
	Grade 4	41	N/A	24.4	36.6	19.5	19.5	39.0
	Grade 5	52	N/A	21.2	38.5	25.0	15.4	40.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	100.0	20.8	37.5	29.2	12.5	41.7
	Grade 4	47	100.0	25.0	50.0	18.2	6.8	25.0
	Grade 5	55	100.0	25.0	50.0	20.8	4.2	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 310)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	96.0%	Down from 96.3%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.7%	Down from 17.9%	12.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.6%	Up from 2.9%	8.4%	8.0%
Older than usual for grade	N/A	N/A	1.0%	1.1%
Suspended or expelled	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	71.4%	Up from 68.2%	45.4%	50.0%
Continuing contract teachers	95.2%	Down from 95.5%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.7%	Down from 90.6%	87.3%	86.2%
Teacher attendance rate	94.5%	Down from 95.6%	95.2%	95.3%
Average teacher salary	\$44,697	Up 2.5%	\$39,494	\$39,909
Prof. development days/teacher	10.8 days	Down from 11.3 days	11.3 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio	19.4 to 1	Up from 17.7 to 1	18.7 to 1	18.9 to 1
Prime instructional time	89.2%	Down from 90.8%	89.5%	89.7%
Dollars spent per pupil*	\$5,921	Down 5.8%	\$5,668	\$5,892
Percent spent on teacher salaries*	68.0%	Up from 64.8%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Up from 96.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Draytonville Elementary School's mission, in partnership with family and community, is to provide first-class educational programs that ensure that all students acquire the skills needed to reach their maximum potential in an ever-changing world. The mission provides focus for everything we do. Draytonville Elementary School has continuing accreditation through the Southern Association of Colleges and Schools.

Our school enjoyed much success last year through the hard work of our teachers and students; but as the state raises the bar, we much work even harder. Language arts was taught using a balanced literacy approach. A new math textbook and a more rigorous curriculum guide were used for the first year. Science and social studies were tested on PACT for the first time. Our students participated in Accelerated Reader (a software motivational program) and Sunshine Math (problem solving). All students benefited from the Compass computer lab program.

We are fortunate to have strong, dedicated teachers and support personnel. Mrs. Tammy Goins was selected as the Teacher of the Year, and Mrs. Vicki Patterson was chosen as the Reading Teacher of the Year. Miss Angela Hollis served on the district's ELA revision committee.

Our students shined, as we had three selected to participate in the South Carolina Honors Choir. We also had a first place award winner at the Regional Science Fair, and a district first place winner in the Veteran's Day essay contest.

We are proud of our school and our students. We are supported by a solid PTO and School Improvement Council. Parents and community members contribute to our school in many, many ways. We invite you to become involved in our school family.

Janice G. Ford  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.